

F-2: Bim Bam

Title	Lesson duration	Musical concepts	Resources
<i>Bim Bam</i>	Approximately 15 minutes plus self-reflection	Duration (beat); pitch (pitch contour); texture	<i>Bim Bam</i> from MiM Rhymes and Songs Arr. R Gill. Devirra Publications

Content	Content descriptors F-2	Content Elaborations
Performing	<p>Sing and play instruments to improvise practise a repertoire of chants songs and rhymes including songs used by cultural groups in the community</p> <p>ACAMUM081</p>	<ul style="list-style-type: none"> Singing and playing music to explore the expressive possibility of their voices and instruments Practising techniques for singing songs and playing classroom instruments Considering viewpoints – meanings and interpretations - For example - What did this music make you think about and why?
Organising sound	<p>Create composition and perform music to communicate ideas to an audience</p> <p>ACAMUM082</p>	<ul style="list-style-type: none"> Choosing and combining sounds to create compositions Considering viewpoints – forms and elements: for example – What sounds or musical phrases are in my composition? What instruments were used in the music? Improvising body patterns, such as clapping or stamping, and creating accompaniments to familiar music
Listening	<p>Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion</p> <p>ACAMUR080</p>	<ul style="list-style-type: none"> Imitating pitch and rhythm patterns to develop aural recognition skills, for example, echo clapping and call and response singing Using voices and body percussion to experiment with the elements of music to identify same and different, for example, sound and silence, fast and slow, long and short high and low, happy and sad.

Sequence of learning experiences

Listening/Performing: The song *Bim Bam* will be presented and listened to, using Richard Gill's Rhymes and Songs resources. It is a nonsense song with no meaning, just 3 words: bim, bam and biddey. Listen and practise marching to the song, reflecting the changing texture.

Key questions:

- How many times do you hear the song? (3)
- What happens to the texture of the song? (number of voices increases each time)
- Let's listen again and change our marching to match the changing number of voices.

Explain the 4 levels of Orff body percussion: Stamp, patsch. Clap and click and assign pitch to each (Stamp lowest, then patsch, clap and click as highest pitch) Have a listen to all 4 body percussions. Order from Highest to lowest. (click, clap, patsch and stamp).

Now teach slowly the body percussion pattern for *Bim Bam*. Practise slowly Finish with the instruction to go away and teach *Bim Bam* to another member of your family. Once you have mastered it, you can practise more quickly.

Assessment

By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.

Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.

Students may complete the self-reflection worksheet. Assess responses to what they did, what they heard, and what they are thinking.

Success Criteria

Students can:

- sing the song
- identify the change in texture
- demonstrate change in dynamics using body percussion
- demonstrate recognition of pitch changes through using body percussion